MICHIGAN EDUCATIONA ASSESSMENT **EDUCATIONAL ≥** PROGRAM

Grade 7 Writing

Part 1: Writing from Knowledge and Experience

Score Points 1 - 4 (of 6)

Released Items Winter 2004

PART 1

WRITING FROM KNOWLEDGE AND EXPERIENCE

WRITE ABOUT THE THEME:

TAKING CREATIVE RISKS

Often, a great idea or great success starts with someone asking the question "Why not?" and continues with creative thinking and taking action.

Do ONLY ONE of the following:

tell about a time when you or someone you know had a creative idea that may or may not have worked out

OR

describe how someone overcame obstacles or stood up against criticism to carry out a creative idea

OR

explain how someone came up with a creative solution to a problem and acted on it

OR

tell about a time when someone may NOT have chosen to take a creative or personal risk

OR

write about the theme in your own way.

You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

When you are ready, you may begin your draft.

Pages 5–8 in this test booklet may be used for writing down ideas, organizing your thoughts, or writing a rough draft. Use the checklists on page 9 to help you improve your writing. Page 10 contains the rubric used by readers to score your writing. Nothing written in this booklet will be scored. Your final copy must be written in Part 1 of your **Answer Folder** starting on page 1.

Michigan Educational Assessment Program Grade 7 English Language Arts Holistic Scorepoint Descriptions Part 1: Writing from Knowledge and Experience

Here is an explanation of what readers think about as they score your writing.

- The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language, including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language, including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Not ratable if:

- A off topic
- B illegible
- C written in a language other than English
- D blank/refused to respond

Score Point: 1

This response attempts to focus on a time in the writer's life when he took the advice of a teacher to try golf. It can be assumed that going golfing with his mother and discovering himself to not be "that bad" is a direct response to taking something of a creative risk. However, further development beyond this information would be needed for a higher score.

When I had a creative thought is when eas I thought it would be a
good idia for the class to so outside. Here are some thing that mostly
my friends had good idias to go to the dance. then another is pa
Camping another is to go to masichouse. To goto braindies house
and she comes to mine.
Another is when ithought it would be cool to
goto henies house and she comes to mine but it hever
happend. another time is when me Emy Friend sqit to give
each orther gifts. another time is to 90 camping
another is when i watched kids another time is when i gave info
to people.

Score Point: 1

This response contains some general and vague ideas concerning the theme, "creative thoughts". This response is a sort of random list of potential activities that are not developed, leaving this response unclear.

ENGLISH LANGUAGE ARTS: PART 1
(WRITING FROM KNOWLEDGE AND EXPERIENCE)
My Dog
My dog committed Incherance
frode. I guess the plan was
to blow up his house. Well
when he did a piece of a
shingle that was on fire Landa
in my front yard ohya it
already was in my front yard
well after about four
years they caught up to him
and he was in Prison for
seven years and then they gave
him the Chair.

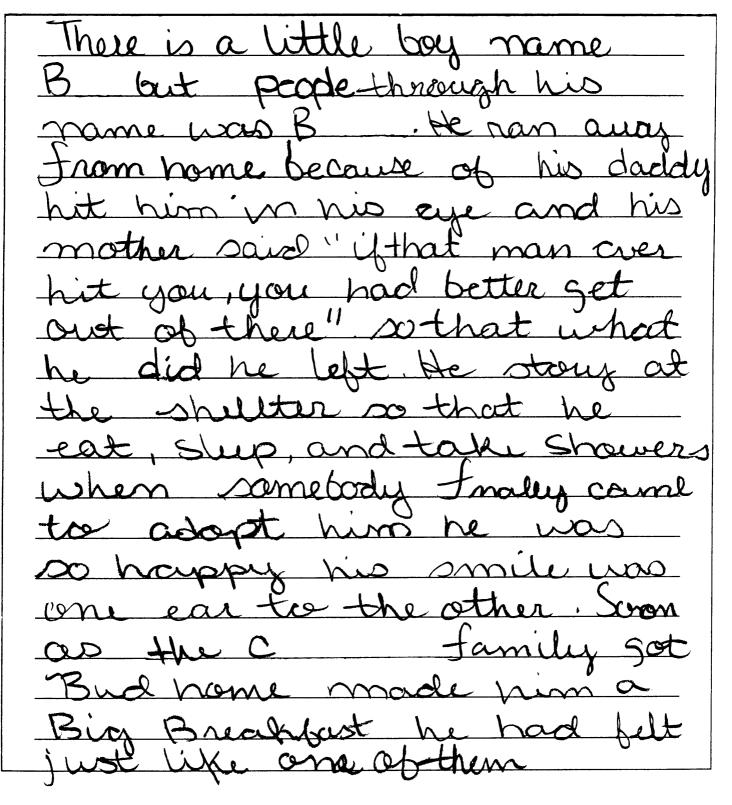
This response attempts to focus on the idea of a dog committing insurance fraud. However, it is generally unclear. There is not much more offered beyond blowing up his house and getting sent to prison, ideas which are not developed. The lack of control makes the writing difficult to understand.

A while ago, I was playing a computer game called Commed and Congress that I liked a late I was yetting profly grad at it and I finally came to a level I wouldn't bead. I tried sourceal times but just couldn't bead. I washed my friend to help me out so he said, ok! Them that weekend I had him over to my house and he helped me bent it. It said what I was doing wrong was I was not building enough tanks to distroy the beat it.

The beat it.

Score Point: 2

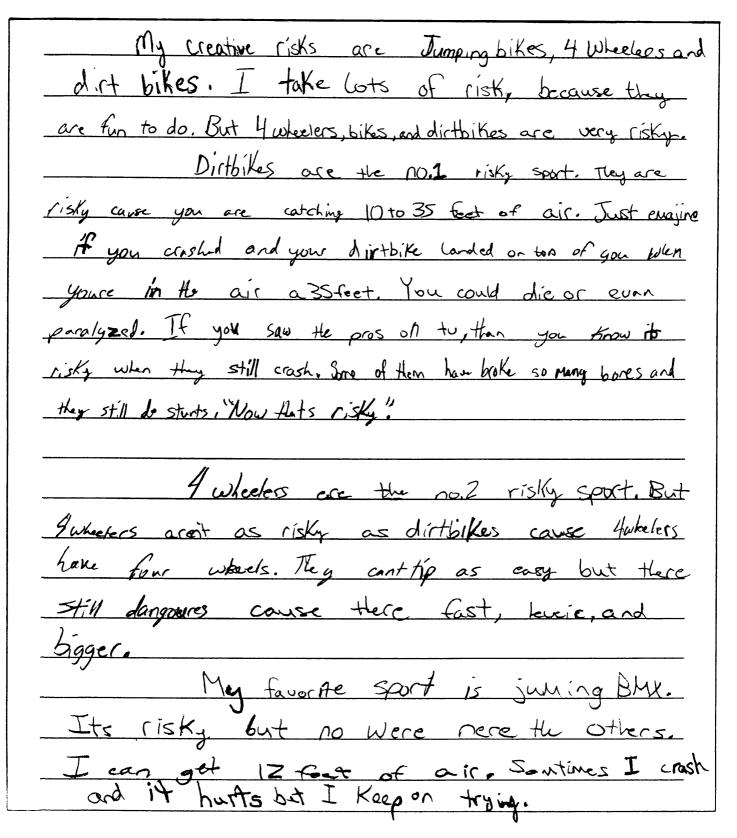
This response tells of a time that the writer tried to find a solution to a computer game by asking for a friend's help. Though the minimal detail explaining the obstacle and the solution is offered, it is underdeveloped.



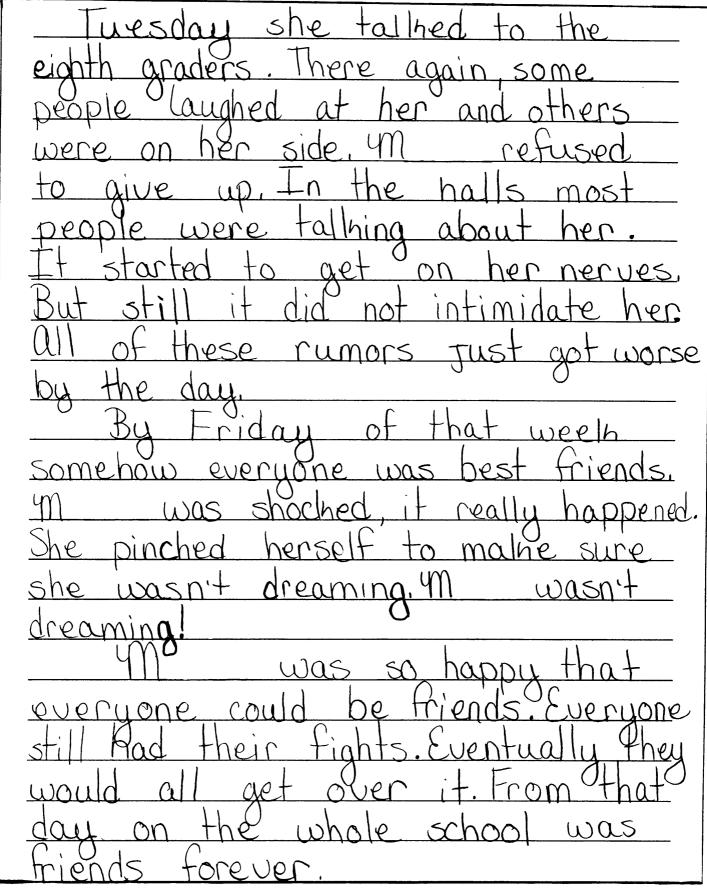
This response tells the story of a little boy who ran away from home, providing some detail about his problem with his dad and how he acted on it by going to a shelter, to eventually being adopted. However, it is only a simple summary, with little development of the ideas, as well as limited control over writing conventions.

ENGLISH LANGUAGE ARTS: PART 1 (WRITING FROM KNOWLEDGE AND EXPERIENCE)
ideas, it's arways accor to Share
them with someone else. They
can give you a secom oppinion, give
une their ideas and in my case
stop me from breaking my tols.
y y y

This response tells of the time that the writer decided to rearrange his room. The content includes some details of moving dressers and beds and even breaking his toes. The writer also lists some benefits of getting a second opinion. However, the absence of any expansion on these details leaves the writing underdeveloped, holding this response to a high "2".



This response remains somewhat focused on the risk of jumping bikes, four wheelers and dirt bikes. Although the content discusses the risk involved with each sport, limited detail creates partially successful examples. This lack of detail, along with abrupt transitions between ideas, leaves the response unclear at times and keeps it at a low "3".



While this response is somewhat clear and focused on the student's plan to get the whole middle school to be friends, it is much too general and simplistic. It offers an organizational structure in which she talked to each group of students (the group she hangs out with, popular students and eighth graders), including some details for each, but remains limited in development.

R 's Business
There once was a girl named B, she is
twenty-one and just graduated from her fourth year
of college. She has a major in business from Harvard
University.
R thought to herself, "I want to have
my own makeup business." I think I will, but I'm not
Sure." "I don't want to take risks." I'm afraid that I
might fail and loose all my money." But little did B
know, she would be the best business woman ever.
The next day she glanced at a beutiful light
blue office, not to mention she seen a for sale by it, it
was only \$2,400. She could take the rest of her tuition
money to buy the office. But would she take the risk?
"Yes, I will by this lovely building." "With all the tuition
money I have left, I could have this as fast as you can
say, slamalamadingdong. So the next day she went to the
real estate, and took her check and bought it as fast
as I could say, slamalamadingdong.
Later on, about three years exact, she had

already added up onto her building, and became the
woman who created Wet 'n Wild make-up and accessories.
"I am so happy now, I have everything I ever wanted."
"A nice well ran business." I have a new car, a mansion,
horses, and what I wanted the most, my pug dog."
That's what happens when you follow your
dreams. R took risks and invented Wet'n Wild.
My favorite make-up product. So finish school, and
take risks, to become what you want to be. Hey, she even
got a pug dog.

Score Point: 3

This response remains somewhat clear and focused on someone taking a risk to create her own business. Although the content discusses a number of ideas (the fear involved with owning a business and buying an office building and ultimately succeeding in the business), they are only partially developed. The response has a functional organizational structure, despite an awkward transition from buying the building to succeeding three years later. More development of details would be needed to move this response to a score point of "4".

My story is telling how a young girl had a dream of becoming a farmous writer It all begain when she was in the fifth grade. She read many goodbooks. She was a very talented writer she loved to sit in moon many nights in think or good storys to write Then the next morning she would take them to school for her classmates to read. They all said they were all very good storys in that she should become a writer So K took her story to her Reading teacher Mrs. P. She also said they were very good in deed Mrs P said & do you won't me to help you become a writer for the school news paper?" The young girl was very pleased For weeks now of had been writing for the school news paper. She was doing a good jet the kids loved her stories But the young girl was still very unhappy. So she went to the publisher of the news paper in asked him for his help. He was very pleased to help her so they both went down to were they write news papers for liveryone in Detroit In they

gane her a job to write a story everyweek et she
wrote pretty good ones to
when of went to sixth grade everyone
walked up to her telling her they loved her stories.
She was very happy that people lowed her writing. That
night of got a shone call from a very famous
writer. He told her that she can come work for him, she
was very happy that her dream was coming true. She
went down their everyday after school until she
geoduated from collège. Then she became a writer her
self. She writes many books for all ages. Now children
all over the world can read more stories then ever
after I heard this story it said anyener dreams
can come true like of did"

Score Point: 4

This response is generally focused on a girl's dream to become a famous writer. It progresses through having an idea, taking action and finally carrying it out. While remaining somewhat flat, the use of relevant examples establishes a more developed piece.

My brother is one of the most risky people that I've ever known. Before we moved to our new house, he used to always ride his bike around the subdivision. One day he began to get bored of doing that same thingso he decided to make a ramp to jump his bike off of. It took him agood 2 days to make one, but when it was finished, he was the first to test it. He went off the ramp and had a railly good landing. Then he let me try, and laid down in front of the landing spot. He said to jump over him, but I said no , and to move. Peluctently he moved. I had landed right where

he had been laying.

At my new house he rollar blades instead of riding his bike. After a little while he was getting sick of that but he had anided. He decided to take my energetic aby with him. My dog runs fast, and if she see's another animal or person, she darts off. The same day he thought or the idea, was the same day he carried the idea out. I didn't even expect what had happened not. The moment my brother had stepped outside was the moment my dog saw a little black squirrel.

She was pulling himalong the sidewalk while he was on his rollarblades. When he finally came home, about 10 minutes later, he had a hage scrape on his here I had automatically knew what happened.

Another thing that hoppened was my brother decided to
place a bet with my sisters fiance. It was over a race car
video game. Who ever lost had to have their head shaved by the other
person. And what do you know, he lost. I told him not to do it,
but he said he hudto because he lost.
A couple other things that happened are jumping out or
a tree, when he did that he ended up foracturing his arm. He's
also field a sled to the back of my dads truck when it was icey on
the ground. My dad went about 10 miles / hour, but lucking my
brother along get hurt.
Even though I think my brother is crazy, all of of the risks
heis taken are creative in 11/2 own 11+11e way.

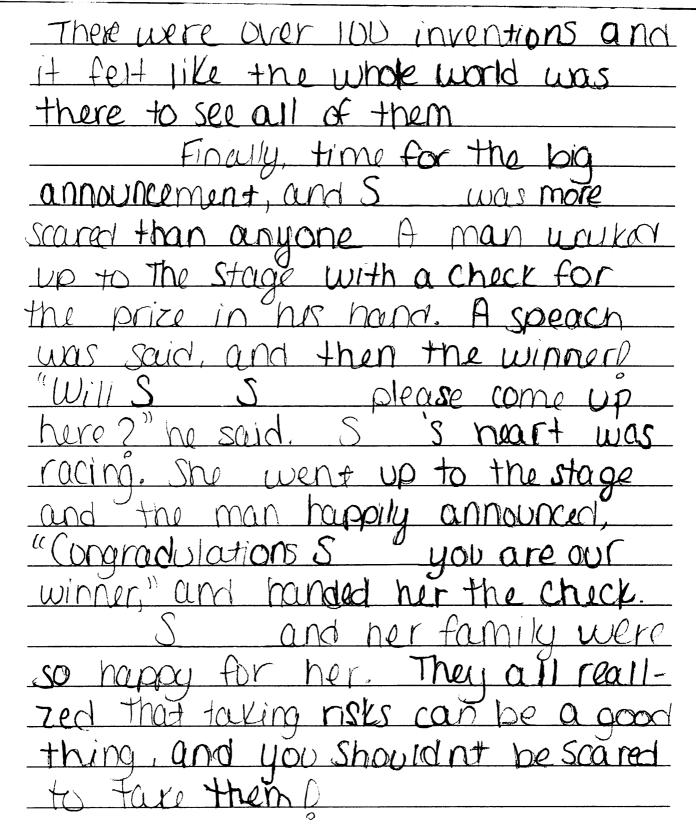
Score Point: 4

This response focuses on why the writer's brother is the biggest risk taker he knows, with details from several instances when his brother took risks (roller blading, making a bet, jumping from a tree). The organizational structure transitions between these different instances, finally deciding the risks are creative in their own way. Each idea includes the details needed for development. While there is some unevenness, the writer's command of language allows for a consistent tone and creates a generally clear and focused response.

This stay, is about a girl named
S. What makes this story so
Special is that its about taking a
big risk.
One day. S was watching
t.v. when an ad came accross. It was
a chance for someone to win 25,000 dollars.
S and her family were a little on
S and her family were a little on the pour side, so she decided to maybe
try it, but, of course, you don't just get
the money by doing nothing. To be in the
contest or win the money, you have to build your own personal invention, and
build your own personal invention, and
it can be used for anything you want
S is a very smart and crafty
person, so she decided to try it, and
enter the contest.
S ran to the kitchen to
tell her parents the great news and
fill them in on what they need to

was where Showing and the announcement will really good because they live way Even though that expensive wous wer or n the conjest parents a by risko went and last then finat would money and they don't have Wins money mode of working hard an home from school she

ENGLISH LANGUAGE ARTS: PART 1 (WRITING FROM KNOWLEDGE AND EXPERIENCE) her project was determined to Win Show day got closer and just worked harder and Ower 5 harder. was finally before snow day o nd she was finally arrived in Florida next day. She became hernuse she a risk her family was 100's the first people



This response explains how taking a big risk to enter a contest turned into a good thing. The content details the desire of the writer to win a contest, the understanding of the risk involved with the cost, and the final realization that taking risks can be good. The writer's command of language is generally coherent, and the example of coming from a poor family adequately illustrates the writer's point about risks (you can't be afraid to take them). Additional engaging and developed details would be needed to move this response to a higher score.